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ABSTRACT

Guidelines are provided to assist New Jersey local school districts in improving and strengthening their graduation policies in accordance with the new law and regulations. Basic skills proficiency requirements have been enacted in Chapter 241, Laws of 1979. This law requires that students successfully pass tests in reading, writing and computation to be graduated from high school. Remediation is required for students who fail any of these tests. Based on the new law, the State Board of Education adopted an administrative code to implement both curricular and basic skills requirements for graduation. Included in these guidelines are: program overview, basic skills requirements, proficiency and curriculum requirements: attendance policies: credit hour requirements: local requirements: diploma issuance: reporting and monitoring: and areas of general concern. (GK)

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GUIDELINES FOR HIGH SCHOOL GRADUATION REQUIREMENTS

HIGH SCHOOL GRADUATION REQUIREMENTS: GUIDELINES FOR IMPLEMENTATION OF N.J.S.A. 18A:7C-1 et seq. (P.L. 1979, C241)

FRED G. BURKE
COMMISSIONER OF EDUCATION

New Jersey State Department of Education
225 West State Street, P.O. Box 2019
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JULY 1980

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THESE GUIDELINES ARE NOT FORMAL RULES BUT ARE INTENDED TO ASSIST LOCAL BOARDS OF EDUCATION WITH THE IMPLEMENTATION OF NJSA 18A:7C-1 AND NJAC 6:8-4.2.

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OFFICE OF THE COMMISSIONER

July, 1980

Dear Colleague:

Recent reports on the decline in Scholastic Aptitude test scores and in the National Assessment of Educational Progress scores have given educators throughout the nation cause for concern. These results have prompted all of us to review the purposes and intent of our public education system and to ask if it is time to review our standards and expectations.

With these concerns in mind as well as the changing needs and expectations for education, the State Board of Education and I have taken two separate and detailed looks at our secondary programs through the Adolescent Study Committee and the High School Graduation Requirements Task Force. Both of these panels concluded that we needed to strengthen our high school graduation requirements.

The public supports this need for increased standards as reflected in recent Gallup polls. Both adults and students feel that our school programs need to be more challenging. Our legislative, higher education and business colleagues also have expressed these concerns on numerous occasions.

A look at history shows that educators have always met the challenges placed before them. The development of a universal education system, the rapid expansion of our capabilities in the post-war baby-boom, and the curriculum development of the Sputnik era are only three examples of major and new tasks successfully accomplished. In New Jersey, many of you have repeatedly urged that we strengthen our secondary programs. Our new graduation requirements law, regulations and these guidelines provide us with this opportunity.

A critical element in these graduation requirements policies is that the students become partners with us in sharing the responsibility for their education. Through T & E and increased public reporting of educational information, the schools rightly have been asked to report on how well they have accomplished their tasks. With graduation requirements, we have a mutually cooperative endeavor; the student must carry the responsibility to learn as we carry the responsibility to teach.

I am confident that students will carry this responsibility and I am confident that educators in New Jersey will take this opportunity to strengthen their educational programs.

Sincerely,

Fred G. Burke
Commissioner

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I. INTRODUCTION

There has been growing support the past several years for both expanding curricular requirements and basic skills proficiency standards as minimal criteria for the awarding of the high school diploma. The primary forces spurring this support have been both the general feeling of devaluation of the credential and the shift of public sentiment toward a more rigorous set of educational experiences in order to better prepare students for an increasingly complicated world.

The State Board of Education and Commissioner of Education received two separate sets of recommendations from independent task forces calling for the establishment of stronger requirements for graduation. Since the Graduation Requirements Committee Report in December, 1977, and the Adolescent Education paper of January, 1978, there has been increasing interest in and calls for basic skills and curriculum requirements for graduation. After careful and detailed study, the Legislature and State Board adopted a high school graduation requirements program:

- –Basic skills proficiency requirements have been enacted in Chapter 241, Laws of 1979. This law requires that students successfully pass tests in reading, writing and computation as a condition of high school graduation. Remediation for students who fail any of these tests is required (Appendix A).
- –Based on the recommendations of the study committees and the requirements of the new law, the State Board of Education adopted administrative code to implement both curricular and basic skills requirements for graduation (Appendix B).

These guidelines are provided to assist local districts in improving and strengthening their graduation policies in accordance with the new law and regulations.

II. PRINCIPLES OF GRADUATION REQUIREMENTS GUIDELINES

The legislature and state board give close attention to the implications of such programs. Consequently, great care has been taken to preserve and enhance underlying educational and governance principles.

The intent of these new requirements is that students are asked to share in the responsibility of their own education. The primary principles to be achieved and maintained are an increased integrity of educational programs while minimizing forms and bureaucracies, the maintenance of local decision-making, and the protection of students from arbitrary requirements. To achieve these intents, specific concepts were built into law and regulation.

Strengthened Educational Programs - This is the primary principle underlying the law and the regulations. In a society which is becoming more complex, adequate

educational standards are required to achieve the goal of preparing all children to function effectively in a democratic society.

Administrative code requires that grade-to-grade promotion policies and that graduation policies from junior high schools be adopted by local districts. In developing high school level policies, it is an excellent time to re-examine total educational programs from grade K to 12. In recognition that education also is a shared responsibility of all levels, the State Board of Education required that graduation requirements be determined cooperatively across sending/receiving relationships.

Examination of test score patterns indicate that declines in achievement scores begin at the end of the elementary grades. Therefore, given the continuous nature of education and the need for proper preparation before entering high school, special attention must be given to children with basic skills deficiencies beginning, at least, by the sixth grade.

It is critical that these requirements be used as an opportunity not only to strengthen secondary programs, but also to improve earlier grade programs.

Local Decision-Making - Except for minimum basic skills, the local school district must determine what learning outcomes are most appropriate for their children and how well students have achieved the outcomes set forth. As state regulations cannot cover every possibility, local districts must make decisions on the basis of the needs of students in their particular environments and individual circumstances.

Consequently, the law and regulations (Appendices A and B respectively) are presented in general terms to provide a framework of authority and guidance in the local decision-making process. The regulations, for example, do not say "four years of English", nor do they specify what is to be included in these courses. Rather, they say "one year of communication for each year of enrollment..." Thus, local districts can decide what requirements in the communications area are best suited for their students as a group as well as for the needs of individual students. Curriculum proficiencies may be met through a demonstration or experience approach, or they may be met within traditional course structures.

Protection of Student Rights - A main purpose of the program is to bring individual students into a shared responsibility for their education. Given that each student is unique, it is necessary that the program not be excessively rigid or arbitrary. The general nature of the regulations, the various local district judgmental points, and the checks and balances are designed to assure accountability while adjusting for individual needs.

Since students also must bear responsibility, it is our obligation to inform them of what is expected of them. For this reason students must be informed at the beginning of the ninth grade as to what examinations, demonstrated proficiencies, attendance and other requirements are needed to graduate. Students also must be informed as to what is expected of them at the beginning of any course required for their graduation.

Additionally, a special procedure is built into the basic skills portion of the regulations to allow for an alternate assessment of basic skills proficiencies. The procedure is provided to protect the small number of students who do not perform well on traditional paper-and-pencil tests.

III. OVERVIEW OF GRADUATION REQUIREMENTS PROGRAM

Before addressing each area of the new law and guidelines, an overview of the total program is provided. Details and questions about each sub-area can be found in later sections of these guidelines.

The graduation requirements program addresses five areas:

1. Basic Skills - In order to graduate, a student must successfully pass state minimum basic skills examinations in reading, writing and computational skills (see pages 4-9).

   The examinations will first be administered to ninth grade students in spring 1982, and test specifications will be available to local districts in final form by July 1981. In order to give districts more preparation time, preliminary writing test specifications will be available in summer 1980. Reading and computation specifications will be similar to the current state testing specifications.

   —If a student fails one or more of these tests, he/she must be provided remediation and multiple opportunities to demonstrate mastery of the failed proficiency(s). Beginning at the sixth grade, students with deficiencies are to be provided remediation in accordance with an individual student improvement plan (not individualized education programs like those required for special education).

   —If the student still has not shown minimum competency by the end of the eleventh grade, a comprehensive evaluation reviewed by a local district panel is required in order to determine what is best in the case for the individual student.

2. Curriculum - Minimal curricular proficiencies are required for all students in the areas of communication, computation, social studies and history, science, health and physical education, fine, practical or performing arts, and career exploration. Proficiencies may be met through demonstrated performance, successfully passing test(s), participation in educational programs, mastery of a set of objectives, successful course completion and/or other means established by the local district to demonstrate proficiency. These proficiencies must correspond in level and in difficulty to the credit year requirements noted in the administrative code (Appendix B: NJAC 6:8-4.2(c)). Also see page 10 of these guidelines.

   —There is to be a minimum core requirement for all students. However, these requirements may be met in different ways for different students and different programs. For example, a two-year mathematics set of

proficiencies may be met through a higher level college preparatory math program or be partially met in math-related sections of a vocational education program.

3. Attendance Policies - Local districts are to establish attendance policies appropriate to each program or course area (see page 14).
4. Credit Hours - The existing credit hour requirements are continued. These requirements are 69 credit units for a three year high school and 92 credit units for a four year high school (see page 14).
5. Local Requirements - Local districts may establish requirements exceeding those required in law and state regulation. Satisfaction of both state and locally adopted requirements will be necessary to obtain a state endorsed diploma (see page 15).

Effective Date - The requirements of law and regulation affect the entering ninth grade class of fall 1981.

Local Policies Adopted - By July 1, 1981 local boards of education must adopt their own graduation requirements policy in accordance with state law and regulation. This policy must be distributed to incoming ninth grade students and parents/guardians by September 1981*. As students are scheduled for particular courses required for graduation, requirements for successfully mastering the particular program of proficiencies (or course of study) must be distributed at the beginning of the particular course(s).

Under normal academic progress, the first graduating class affected will be in spring 1985.

IV. BASIC SKILLS REQUIREMENTS

Chapter 241, Laws of 1979 (Appendix A), requires that students pass state examinations in reading, writing and computation before being granted a high school diploma. The testing requirement begins with the entering ninth grade class in the fall of 1981 and the first tests will be administered to these ninth graders in spring, 1982.

Virtually all capable students who are provided appropriate and effective learning opportunities should be able to pass these tests. For atypical students, special procedures and evaluations are available and are described later in these guidelines.

The tests are now being developed, but it is anticipated that they will be quite similar to the current state minimum basic skills tests. The minimum basic skills are now being validated for graduation requirements purposes and one set of examinations will be used for both minimum standards and graduation purposes.

Students 18 years of age and older may legally request that information not be shared with parents/guardians.

The validated test specifications (objectives) will be distributed to local districts by July 1981.

Since writing examinations represent a new area of state assessment, preliminary test specifications were distributed in July 1980 to allow the better part of two years for curricular planning and instruction prior to testing.

Local districts are urged to intensify curriculum concentration in the area of writing throughout all grade levels. Technical assistance should be tapped as necessary.

The test instruments are minimum basic skills criterion referenced examinations. They are often inaccurately referred to as "ninth grade level" tests. The purpose of these tests is to ascertain whether the students have or have not mastered minimum basic skills—regardless of grade level. Most students should be able to perform mastery at or above state standards by the ninth grade. This allows students to master higher level subject matters in the remainder of the high school years. The primary reasons that the tests were placed in the ninth grade was to insure this base for further study and to provide sufficient time for remediation of those students showing deficiencies.

Remediation - The State of New Jersey has recognized the need for basic skills preventive and remedial programs by providing one of the stronger support programs in the nation.

Studies of New Jersey and national assessment data show that the greatest score declines occur in the middle grades;* therefore, it is critical that such deficiencies be identified early. In this way they may be solved more easily before the problems become severe or the student adopts a defeatist attitude toward learning. Thus, an individual student improvement plan is called for if deficiencies are found as early as the sixth grade.**

Individual Student Improvement Plan (ISIP) - At the same time that the graduation requirements regulations were passed, the minimum proficiency level preventive and remedial program administrative code was modified to provide special attention in the form of an individual student improvement plan, for students who still have basic skills needs by the end of the sixth grade (see NJAC 6:8-3.8, Appendix C).

These new regulations assure that a systematic linkage occurs between assessments and programs, that a teaching staff member is identified to monitor the development, implementation and evaluation of the individual student improvement plan, and that the student and parents/guardians are brought into shared decision making.

**See T & E four-year evaluation report, National Assessment of Educational Progress trend data, and Iowa Test of Basic Skills data.*

***Student in grades 1-5 who have a deficiency for two consecutive years should also receive this concentrated attention.*

Basically, the individual student improvement plan (note that this is not an individualized education program as required in special education) is a written instructional plan and has the following components:

1. An analysis of the student's basic skills performance.
2. A statement identifying the exit criteria which specify the performance standards the student must obtain to demonstrate proficiency in the basic skills areas.
3. A listing of the specific skill deficiencies upon which remedial and support staff will be focused.
4. A description of the instructional program to be provided which includes the type of instruction, the recommended instructional techniques, materials and resources needed for remediation, the frequency, duration, and location of instruction, and the name(s) of the individual(s) who will implement the individual student improvement plan.
5. A description of the evaluation procedures which will be used to measure the student's progress toward meeting the performance standards specified in the exit criteria. These procedures should include the methods, responsibilities and schedule for evaluation. Evaluation results must be recorded.
6. Identification of the staff member(s) who has been designated as responsible for the development, implementation and evaluation of the individual student improvement plan.*

The individual student improvement program must continue throughout the secondary grades until all identified deficiencies are remediated and exit criteria met. Periodic and timely evaluations, at least once a year, are necessary for the review and revision of the ISIP. In cases where the student moves to a high school from a middle or junior high school, coordination between the sending and receiving monitors is necessary.

Parents/guardians and the student must be informed of the nature of the basic skills deficiency(s) and the need for and content of the ISIP. Information sharing should be conducted in formal conferences if at all possible. All parties should be active members of a cooperative improvement program. The district should exert all efforts to communicate to both the parents/guardians and student the importance of acquiring basic communication and computation skills and their relationship to graduation requirements.

For those cases when a parent/guardian is dissatisfied with the student's program, he/she should be given an opportunity to request and make statements in support of changing the student's program. The determination of which program is appropriate should be made by the educational staff.

**A sample local district individual student improvement plan format is presented in Appendix E.*

Parents and students should be advised of district grievance procedures in the event that the student does not meet minimum basic skills competency by the end of senior year. Such procedures should include a hearing similar to that provided in the special twelfth grade assessment and must provide for an appeal process.

Assessment - All students must be assessed in the basic skills at least annually (NJAC 6:8-3.8). Students in remedial programs must also be tested at the beginning and at the end of the appropriate instructional period.

Once students have demonstrated minimum basic skills mastery, they have met this part of the graduation requirements. Local districts may, however, wish to examine students for higher level skills in later grades.

Once a student has been identified as having a basic skills need on either a state test or a commercially developed test, it is necessary to confirm the need and obtain further instructional diagnostic information on the student's needs. Assessment procedures are set forth in NJAC 6:8-3.4 (Appendix D). These procedures can be combined with the pupil proficiency level processes in NJAC 6:8-3.8 (Appendix C). While formal test results are critically important, a broad base of information on the student and his/her needs is necessary in order to make the best individual student program decisions.

Previous versions of the Minimum Basic Skills tests can be used as a "post-test" to determine if a student's needs have been met. If the end of the remedial segment occurs at the time that state or local testing is scheduled, the appropriate levels of these tests also can be used as post-tests. Such procedures may save time, money and inconvenience to local districts.

In any case, students in remedial instruction must be assessed at least once a year to determine their progress. Formal assessment is required at the end of the remedial segment using standardized instruments. Standards must be demonstrably equal, at least, to state standards. More frequent and more informal approaches will probably be needed and are encouraged.

Twelfth Grade Special Review Assessment - The graduation requirements law includes a special review clause. This section was added for the specific purpose of assuring that students who have knowledge of the basic skills but do not do well on formal tests are not denied a diploma simply because they may "freeze" on a written test. The legislature intentionally made this section rigorous and complex so as to assure that the procedure was not misused to defeat the purpose of the basic skills requirement.

This procedure exists only to protect students from potential problems when students do not take formal tests well. They may be able to read and apply a complicated technical manual but may not be able to take a test. The procedure is not a way out for unmotivated students, chronic absentees, or a means to avoid public embarrassment if a high school has a high diploma denial rate.

If a student is still not demonstrating competency in one or more of the

basic skills areas after the completion of the eleventh grade, the student must be given a comprehensive evaluation of his/her basic skills proficiencies. Before the review takes place, the teaching staff member assigned to monitor the individual student improvement plan should review all evidence provided in the individual plan as well as all data accumulated as a result of the evaluation requirements set forth in NJAC 6:8-3.4. The principal and monitor should also review whether the student is making satisfactory progress on other state and local graduation requirements (such as attendance and curriculum). In cases where the high school principal determines that sufficient progress is not being made, students and parents/guardians* must be informed of the student's status and of the instructional opportunities which are available.

The review panel should be scheduled by January of the senior year. The review panel must consist of at least three teaching staff members (certified personnel) who are not currently instructing the student.** This panel will make a recommendation as to whether the student has demonstrated knowledge of basic skills even though the formal test results do not show mastery.***

The evidence to be used by this panel shall include but not be limited to:

1. Performance on state tests (including all re-tests);
2. Performance on locally selected examinations;
3. Performance in course work;
4. Formal interview with the pupil;
5. Formal interview with the parents;
6. Formal interview with the teaching staff;
7. Examination of the pupil's transcripts noting the pupil's strengths in related areas;
8. Guidance counselor/psychologist review as appropriate;
9. Visual, auditory and/or medical data as appropriate;
10. Examination of credit and curriculum performance; and
11. Examination of pupil proficiencies in other areas.

Records from data collected under the requirements of NJAC 6:8-3.4 may be used to meet these requirements. If such data is not current or does not provide sufficient information, the review panel may call for additional information and/or conduct new interviews. The review panel may, for example, request re-testing by a

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**Students over age 18 may choose not to notify parents/guardians.*

***In very small programs or non-traditional programs, all teaching staff may be instructing the student. Consult with the county superintendent to determine a proper review team.*

****If the twelfth grade spring testing later indicates mastery in the needed area(s), these new results will satisfactorily meet the minimum basic skills requirement.* **Caution**: Normal scoring time would not return the individual's scores until May or June of the senior year.

psychometrician or demonstration of competencies by actual application of skills. If previous interviews are not sufficiently documented or do not provide enough information, then new interviews must be scheduled. Students and their parents/guardians must be informed that a formal review is being undertaken and provided with an opportunity to appear and present evidence to this panel.

It should be noted that the new law and code do not affect the rights of the student and the parent/guardian to appeal the decision of the local board of education through the regular appeal process.

After the review is complete, the panel shall forward a recommendation as to whether the student possesses demonstrable basic skills judged to be of at least equal level to the state minimum basic skills examinations and standards. This recommendation must be endorsed by the building principal, the district superintendent and the county superintendent before the local board of education may award a state endorsed high school diploma to the student.

Special Education Students - These graduation requirements apply to special education students unless exempted in their individualized education programs. The IEP must specifically address these graduation requirements. Fulfillment of the IEP requirements would qualify the handicapped student for a state endorsed diploma.

Out-of-School Youth - Any out-of-school youth or adult age 18 or over who has otherwise met all state and local graduation requirements but has failed to pass the state assessment test(s), may return at times which have been scheduled and publicly announced by the district board, for the purpose of taking the necessary tests. Upon certification of passing the test(s), a state endorsed diploma will be granted by the high school of record.

In the case where a student attended high school in one district but later took the basic skills tests in another district, the scores must be forwarded to the original district which will issue the state endorsed diploma if all other state and local requirements are met.

In cases where the high school of record may have closed, is out of state, etc., the person may request a review of transcript through existing adult high school procedures.

Adult High Schools - The basic skills proficiency requirement may be satisfied in state approved adult high schools or official New Jersey GED testing centers for a small fee, provided that standards and assessment tests used are approved by the State Department of Education, as appropriate in content and equal difficulty to the state standards.

Adult high schools must meet similar curriculum and proficiency standards and may issue state endorsed diplomas.

Bilingual Students - All bilingual students must pass the graduation requirements tests in English. This English requirement is in keeping with the transition purpose of bilingual programs.

V. PROFICIENCY AND CURRICULUM REQUIREMENTS

The most important component of the curriculum requirements is the establishment of student proficiencies. The local policy must be adopted by the local board of education and shared with the students and their parents/guardians by the beginning of the ninth grade or by the time a student transfers into the district. Proficiencies to be acquired in a given course of instruction required for graduation must be shared with the students and parents/guardians at the beginning of the learning activity.

The reasons for requiring the explicit statement of proficiencies and the standards which will apply are; 1) to bring the students into shared accountability for their education, 2) to make those educational specifications better known in the local community, and 3) to encourage a more flexible approach to meeting the graduation requirements. The first step is to inform the students as to what is expected of them. This is followed by the appropriate instruction and evaluation.

Key points in the development and use of proficiencies:

–Proficiencies may be expressed as:

1. Objectives established under T & E provided that they clearly state student proficiencies to be mastered;
2. Course outlines which clearly state proficiencies to be mastered;
3. A list of demonstrable skills;
4. Successful passing of an examination representing established proficiencies;
5. Successful completion of proficiencies within a course of study;
6. Mastery of learning objectives; or
7. Combinations of the preceeding items.

–The critical concept is that the learning outcome be explicitly defined and shared with the student. General or ambiguous statements of student expectations are not acceptable.

–Successful demonstration of the defined proficiencies is required of all students before graduation.

–Local districts should make provisions for students to demonstrate mastery of proficiencies, in appropriate cases and subject areas, without necessarily having to take a formal course. Successful demonstration of the required proficiencies will satisfy curriculum and credit hour requirements.

–Proficiencies must be established at a level suitable to the requirements in the administrative code:

1. One credit year of communication for each year of enrollment, up to four credit years;
2. Two credit years of computation;
3. Two credit years of social studies and history as required by NJSA 18A:35-1 et. seq. (Appendix G);
4. One credit year of natural or physical science;
5. One credit year of physical education, health and safety for each year of enrollment as required by NJSA 18A:35-5 et. seq. (Appendix H);

6. One credit year of fine, practical, and/or performing arts; and
7. One-half credit year of career exploration or development.

Obviously, proficiency or course-work levels cannot be set at the first year level of communications when four years are required. Likewise, the requirement for two credit years of computation should not be set at a level appropriate to a ninth grade one year general mathematics requirement. Local districts are encouraged to use this opportunity to examine the total balance of their curriculum while developing their district policy.

Proficiencies must be established in cooperation with sending schools and districts. High school performance is contingent upon preparation in the earlier grades. Close cooperation is essential if we are to have successful programs. For three-year high schools and shared-time vocational schools, extremely close attention is required since many graduation requirements may be met in other buildings.

- The career exploration program may have components in the earlier grades as well as in the high school grades. These earlier components may be counted as long as they represent portions of a total secondary program (see Appendix I for examples).
- In unique experienced-based areas such as physical education and career exploration, proficiencies may be stated as satisfactory participation in particular educational experiences.
- At the discretion of the local district, satisfactory completion of high school level proficiencies by a seventh or eighth grade student will allow early graduation and early college placement. In these cases, local districts may count early demonstrated proficiencies as satisfying curriculum and credit hour requirements. Proficiencies satisfied prior to ninth grade must be certified as being of demonstrable high school level by the high school principal (or designee) at the beginning of the ninth grade.
- Proficiencies do not have to be totally self-contained within a particular formal course. For example, vocational education programs may have instructional segments in communication, computation, or other areas that could count toward fulfilling these latter proficiency requirements. Shared time vocational education programs must provide a matrix of their proficiencies by course area to the sending schools. Shared time vocational districts and sending districts must cooperatively establish reciprocity agreements.
- Successful acquisition of proficiencies within higher level courses may substitute for satisfaction of district minimum requirements. For example, successful completion of two years of advanced mathematics might satisfy the general mathematics proficiencies.
- Local districts may set curricular requirements at a higher level or a more extensive level than those required by the state.
- Any student failing a proficiency must be given multiple opportunities to pass the failed proficiency. Appropriate instruction must also be provided

which may be in regular courses; repeated courses; remedial courses; extended school day, week or year; or other suitable programs. Students must be informed of their opportunities to satisfy a failed proficiency.

Course Work Approaches - The emphasis of this program is the demonstration of proficiencies. Districts may, however, choose to allow demonstration of proficiencies within a formal course work approach.

The following rules apply for course work approaches:

- –Course work approaches must still identify proficiencies within courses and successfully completing a course must be contingent upon satisfying the identified proficiencies.
- –No single course segment may be counted as satisfying two requirements. Drama, for example, may satisfy a communication or a performing arts requirement but cannot be counted for both. On the other hand, a mathematics segment of a vocational course may count for a part of the computation requirement while another segment of the vocational program may satisfy a career development requirement.
- –A local district may choose not to allow a listed course to count for graduation credit. In essence, this would represent a stronger requirement than the state minimum.
- –All courses must be at the "high school level" as determined by the local district. Seventh or eighth grade courses such as home economics, arts or shop do not represent acceptable courses even though they might have a course number in the secondary series.
- –The administrative code requirements may be satisfied by successful demonstration of proficiencies required in the formal high school level courses listed below. The course series numbers listed here are drawn from the Fall Report course numbers which are presented in Appendix H.

SPECIFIC REQUIREMENTS (NJAC 6:8-4.2):

1. One credit year of communication for each year of enrollment up to four credit years.
   - –Any set of courses in the Fall Report 1400 series of English courses.
   - –Up to two years of communication requirements may be fulfilled in vocational education courses provided that the vocational course segments counted are demonstrably communications oriented.
2. Two credit years of computation.
   - –Any set of courses in the Fall Report 1900 series (mathematics).
   - –Up to one year of computation requirements may be fulfilled in vocational education courses provided that the areas counted are demonstrably computation oriented.

3. Two credit years of social studies and history as required by NJSA 18A:35-1 et seq.
   - –This requirement is unchanged from previous practices.
   - –NJSA 18A:35-2 expands NJSA 18A:35-1 to allow social studies components within the history courses (see Appendix G).
4. One credit year of natural or physical science.
   - –Any course in the Fall Report 2200 series.
5. One credit year of physical education, health and safety for each year of enrollment as required by NJSA 18A:35-7 (see Appendix H).
   - –No change from current practice.
6. One credit year of fine, practical and/or performing arts.
   - –Any course in the art series (1200) or music series (2100).
   - –English courses such as drama and creative writing may be counted provided that they are not also included as satisfying the state communications requirements.
   - –Any practical arts course (1300 series) provided that it is not counted as satisfying any other state curriculum area requirements.
   - –Any home economics (1700 series) course at the high school level.
   - –Any industrial arts course in the 1800 series at the high school level.
   - –The requirement may also be satisfied in vocational education courses provided that the areas counted are demonstrably practical arts related and the course segment is not used to satisfy other state curriculum area requirements.
7. One-half credit year of career exploration or development
   - –This requirement is designed to assist students to identify and explore a wide variety of occupations; to identify their own interests, aptitudes and abilities; and to develop their skills in decision-making and in career fields. The required proficiencies may be gained through:
     1. Career awareness or career exploration programs at the high school level. Guidelines have already been provided by the Department of Education.
     2. Structured group or individual guidance and counseling activities which provide the educational outcomes listed above.
     3. Vocational education programs (cooperative vocational education; agriculture/agribusiness/natural resources education; business and office education; distributive education; health occupations education; consumer and homemaking education; occupational home economics; technical education; and vocational industrial education);

and industrial arts education programs (1300, 1700, 1800, 2500, and 2600 course series).

–See Appendix I for further details and for examples of acceptable programmatic options.

VI. ATTENDANCE POLICIES

The administrative code states:

> *District boards of education shall establish pupil attendance requirements appropriate to each of the particular educational programs (NJAC 6:8-4.2(d) 2).*

This requirement provides local districts with the opportunity to effectively deal with chronic absentees and truants. The local policy should be for the minimum number of days in attendance in order to receive a passing grade in the subject area. This is not a waiver of the 180-day requirement for the provision of instruction.

For proficiency based or "Plan B" approaches and for early-exit students, these requirements would not necessarily be applicable.*

The code language was structured so as to allow different attendance requirements for different programs if the local district felt that there was a need for such differentiation. The local district may opt to set all or most program attendance requirements at the same level.

Local districts are advised to establish their policies at a high level such as 165 or 170 days with a provision for local administrative waiver for special cases. The requirement may be stated in terms of a set number or percentage of "unexcused absences." A student may perform well and meet all course requirements yet contract a serious illness twice during the school year. Latitude must be built into the requirement for judging such unique cases.

VII. CREDIT HOUR REQUIREMENTS

The previously existing credit hour requirements remain intact at 92 credits for a four year high school and 69 credits for a three year high school (Appendix B: NJAC 6:8-4.2(d)1.)

The "Plan B" approach for non-traditional instruction and credit for external curriculum activities is continued (Appendix B: NJAC 6:8-4.2(d)1.ii.). Such approaches may satisfy not only credit hour requirements but also may be used to satisfy curricular proficiency requirements. Attendance requirements may also be adjusted for Plan B approaches.

A change from previous practice is that proficiencies satisfied before the ninth grade also may be counted in meeting credit hour requirements provided that certification of high school level mastery is provided by the designated local high school official at the beginning of the ninth grade (see page 10).

*"Plan B" is the provision for alternate programs. See Appendix B: NJAC 6:8-4.2 (d) 1. ..

VIII. LOCAL REQUIREMENTS

Local requirements may exceed state requirements. If local districts wish, for example, they may require three years of mathematics or one-and-a half years of communications for each year of enrollment. Likewise, they may wish to require a humanities or a foreign language course. Local districts may also choose, for example, to restrict the arts requirement to creative arts only. A district may also establish proficiency requirements in other areas and use assessment procedures of their choice beyond the basic skills required by the state.

These local graduation requirements apply to special education students unless exempted in their individualized education program (IEP). As with the state requirements, the IEP must specifically address the local district requirements. Fulfillment of the IEP requirements would qualify the handicapped student for a state-endorsed diploma.

IX. ISSUANCE OF DIPLOMAS

Only one type of high school diploma is allowed: a state-endorsed diploma certifying that the student has met all state and local requirements. Certificates of attendance, general diplomas and other types of certificates cannot be issued.

Local boards of education may issue diplomas which are state endorsed provided that the following requirements are met:

- –Basic skills examinations
- –Curriculum proficiencies
- –Attendance
- –Credit hours
- –Other local requirements

Local districts must certify annually to the County Superintendent of Schools that all students who are issued diplomas have met the requirements for graduation pursant to law and regulation.

X. REPORTING AND MONITORING

Each school district must report the following information annually* to its local school board in a public meeting and to the Commissioner of Education, beginning with the graduating class of 1985:

1. The number of state-endorsed diplomas granted under regular provisions (NJSA 18A:46);
2. The number of state-endorsed diplomas granted under special education provisions;
3. The number of state-endorsed diplomas granted under basic skills alternate procedures;

**This report will be part of the annual T & E report required in NJSA 18A:7A-11.*

4. The number of diplomas denied under basic skills alternate procedures.
5. The number of diplomas denied due to failure to attain locally established proficiencies and standards; and
6. The number of drop-outs by grade level.

County superintendents of schools will monitor local requirements at the beginning of the program, once every five years as update procedures are required, and periodically when local districts request assistance or a special need arises. The concepts to be monitored will include:

1. Are the requirements consistent with law and code in terms of level of difficulty as well as completeness?
2. Did the local board establish a policy in accordance with law and regulation by July 1, 1981?
3. Has the local policy been distributed to all students and parents by the beginning of each ninth grade year and to all transfer students?
4. Are proficiencies (student expectations) distributed to the students at the beginning of each course required for graduation? Do these proficiencies provide the student with a clear statement of expectations?
5. In review of the reported number of graduates each year, are the number of exemptions excessive (annual monitoring based on reporting)?
6. Are the Individual Student Improvement Plans (ISIPs) and comprehensive evaluations being properly conducted?
7. Are appropriate remedial programs provided?

Certain elements may be reported and monitored through existing reports and programs such as T & E reporting, the Fall Report, and Basic Skills programs. Each local district must also submit a copy of its adopted policy to the County Superintendent.

XI. AREAS OF GENERAL CONCERN

Shared Time Vocational and Student Scheduling

Local schools and districts are encouraged to schedule as many requirements in the ninth grade as possible within the constraints of staffing capabilities. This allows greater flexibility to the student who makes a late decision to go to a shared time vocational course. (See page 11 to note where vocational studies may count in satisfying other requirements.)

Student Transcript

Uniform statewide transcripts are required by law beginning with the students graduating in 1985. This format will be provided to local schools by January 1, 1981

for use beginning with ninth graders in Fall, 1981.

Transfer Students

Transfer students must meet all state and local requirements in order to receive a high school diploma. If the student does not meet state and local requirements, the diploma is not to be issued until the requirements are met. Local schools would first evaluate the student's transcript to see if course requirements are met. In New Jersey, schools are legally obligated to forward student transcripts.

In New Jersey, we have a public education responsibility up to age 20. The local district may wish to continue beyond this age in some cases or it may refer the student to a free adult high school.

If there is some question in the local district as to whether a particular student's transcript indicates satisfactory completion of state requirements, the county superintendent of schools should be consulted.

Special Education Students

Classified special education students must meet all state and local graduation requirements unless exempted in their individualized education program (IEP). The IEP must specifically address state and local requirements. In these cases, fulfillment of the IEP requirements would qualify the handicapped student for a state-endorsed high school diploma.

Updating Graduation Policies

Local and state graduation policies must be reviewed and updated as necessary but at least once every five years. New policies and updated policies must be forwarded to the county superintendent of schools for review in terms of compliance with law and code.

Junior High School Graduation Policies

Administrative code requires junior high schools to have graduation requirements (NJAC 6:8-4.2(d)3.). These policies should be reviewed at the same time that high school policies are reviewed. Middle schools should also adopt such policies under the general administrative code requirement for promotion policies.

Promotion Policies

Promotion policies are required at the local level and should be reviewed for entry into high school programs (NJAC 6:8-4.2(a)1.).

Private and Parochial Schools

Private and parochial schools desiring state approval must at least meet state graduation requirements standards.

APPENDICES

APPENDIX A

THE HIGH SCHOOL GRADUATION STANDARDS ACT (P.L. 1979, C.241).

18A:7C-1

By July 1, 1980 the Commissioner of Education with the approval of the State Board of Education shall establish a program of standards for graduation from secondary school. Such a program shall include, but not be limited to:

a. The development of a Statewide assessment test in reading, writing and computational skills to be administered to all secondary school pupils as provided herein;

b. Clear and explicit Statewide levels of proficiency in reading, writing and computational skills to be demonstrated as a minimum requirement for high school graduation;

c. Guidelines for the development of graduation standards by local boards of education;

d. Guidelines for remediation procedures for pupils who fail to meet graduation standards; and

e. Guidelines for graduation standards for those pupils classified pursuant to chapter 46 of Title 18A of the New Jersey Statutes.

18A:7C-2

By July 1, 1981, pursuant to guidelines established by the Commissioner of Education, each board of education shall establish standards for graduation from its secondary schools. Said standards shall be appropriate to local goals and objectives and shall include, but need not be limited to:

a. Satisfactory performance on the Statewide assessment test as provided for in section 1 of this act;

b. Demonstration of proficiencies in those subject areas and skills identified by the board as necessary for graduation other than those assessed by the Statewide assessment tests.

The Commissioner of Education shall monitor local plans for the assessment of proficiencies required for graduation including techniques and instruments to be used to determine pupil proficiency; required programs designed to provide the opportunity for pupils to progress toward the mastery of proficiencies required for graduation; and remediation programs for pupils who fail to meet graduation proficiency standards in order to assure compliance with the requirement of this act.

The Commissioner of Education shall, upon request of the local board, provide such technical assistance as may be necessary to aid a district in the planning, implementation and evaluation of graduation standards.

18A:7C-3

For any student who does not meet the State and district examination standards for graduation by the end of the tenth grade, the local board of education when appropriate shall provide additional remedial instruction specifically directed toward mastery of those proficiencies identified as necessary for the awarding of a diploma which may include but need not be limited to an extended school year, extended school day, or additional school years.

Any twelfth grade student who does not meet said requirements but who has met all the credit, curriculum and attendance requirements shall be eligible for a comprehensive assessment of said proficiencies utilizing techniques and instruments other than standardized tests, which techniques and instruments shall have been approved by the Commissioner of Education as fulfilling State and local graduation requirements.

18A:7C-4

All students who meet State and local graduation requirements shall receive a State endorsed diploma; provided, however, that the Commissioner of Education shall approve any State endorsed diploma which utilizes the comprehensive assessment techniques as provided in section 3 of this act.

Local districts may not provide a high school diploma to students not meeting these standards. Any out-of-school youth or adult age 18 or over who has otherwise met the district graduation requirements but has failed to earn a State endorsed diploma may take a basic skills test which has been developed and administered under the auspices of the Commissioner of Education. Upon passing this test, a State endorsed diploma will be granted.

Each board of education shall provide, in a format approved by the Commissioner of Education, a performance transcript for each student leaving secondary school.

18A:7C-5

Upon adoption by the local board of education, each board of education shall provide each high school pupil and the parents or legal guardians of such pupil with a copy of said board's policy on graduation, including a clear statement of the proficiencies required for graduation and those programs available to assist in attaining those levels of proficiency.

18A:7C-6

In the school year which begins in September 1981, and annually thereafter, the State graduation proficiency test shall be administered to all ninth grade pupils and to all other high school pupils who have previously failed to demonstrate mastery of State graduation proficiency standards on said test. The mastery of proficiencies required to fulfill local graduation standards shall be determined as appropriate under local board of education assessment plans.

18A:7C-7

The local chief school administrators shall report annually to their local boards of education and to the Commissioner of Education the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received State endorsed diplomas;

a. By successfully completing the Statewide assessment tests and local requirements;

b. By using the comprehensive assessment techniques and meeting local requirements, and were not classified pursuant to chapter 46 of Title 18A of the New Jersey Statutes; and

c. By using the comprehensive assessment techniques, meeting local requirements, and were classified pursuant to chapter 46 of Title 18A of the New Jersey Statutes.

This report to the commissioner shall be included as a portion of the district annual report required under section 11 of P.L. 1975, c. 212 (c. 18A:7A-11).

18A:7C-8

The Commissioner of Education shall also develop rules and regulations for and may issue State endorsed diplomas to those students who have successfully completed a State approved adult high school program.

18A:7C-9

The Commissioner of Education shall monitor the results of the implementation of graduation requirements as provided herein, and shall from time to time, but at least once every 5 years review and evaluate State and local programs, and shall report the results of said review and evaluation to the Governor and the Legislature together with such recommendations for changes as may be appropriate to achieve the purposes of this act.

Sections Not Compiled

The graduation standards provided for in this act shall not apply to pupils who shall be scheduled to graduate from secondary school prior to the end of the 1984-85 school year.

This act shall take effect immediately for the purposes of the planning and development of graduation standards; however, no board of education shall be required to implement the program required herein prior to the school year which begins in September 1981.

APPENDIX B

NEW JERSEY ADMINISTRATIVE CODE

TITLE 6

EDUCATION

SUBTITLE B. COMMISSIONER OF EDUCATION

CHAPTER 8. THOROUGH AND EFFICIENT SYSTEM OF FREE PUBLIC SCHOOLS

AUTHORITY: N.J.S.A. 18A:4–15, 18A:7A–1 et. seq., 18A:7C–1 et. seq.

6:8-1.1 Words and phrases defined

(Insert alphabetically in existing list of definitions.)

"Proficiency" means an explicitly stated and demonstrable knowledge and/or skill used to define a desired learning outcome.

"State endorsed diploma" means a diploma signifying successful completion of a high school program containing the minimum curriculum, programmatic and proficiency requirements as set forth by state law and regulations; and by local district policies and procedures.

6:8-4.2 Promotion and graduation

(a) The district board of education shall adopt policies and procedures for:

1. Pupil promotion, related to district goals, objectives and pupil proficiency; and

2. High school graduation, pursuant to law and regulation, which shall be consistent with the achievement of state and district goals, objectives and pupil proficiency with particular reference to basic communication and computational skills; except that by July 1, 1981, revised policies and procedures, shall be adopted as specified in N.J.A.C. 6:8-4.2(b), (d), and (e).

(b) By July 1, 1981, district boards of education shall adopt policies and procedures for high school graduation of all pupils pursuant to law and regulation, which shall include but not be limited to performing at or above the established uniform statewide minimum levels of pupil proficiency on the ninth grade statewide assessment tests in reading, writing, and computational skills. This requirement

shall commence with the ninth grade class of the 1981-82 school year.

1. Pupils who perform below statewide standards on one or more of these statewise tests shall be provided with a comprehensive individualized assessment as specified in N.J.A.C. 6:8-3.4 and, on the basis of this assessment, provided necessary services to remedy those deficiencies identified which shall include but not be limited to the development and implementation of an individual student improvement plan. This individual program may be carried out through the regular program or through an extended school day, extended school week or extended school year. Comprehensive pupil assessment and re-evaluation of the individual plans shall take place at least once each year until all identified deficiencies have been remediated.

2. Each local school district shall develop procedures for the development of the individual student imporvement plan. These procedures shall include but not be limited to those procedures set forth in N.J.A.C. 6:8-3.8(a).

3. Pupils who perform below state standards on one or more of these statewide tests shall be provided with multiple opportunities to demonstrate mastery immediately after completion of the appropriate segments of their student improvement plan provided that at least one opportunity is provided each academic year.

4. For each pupil who performs below state standards on any of these tests by the end of the eleventh grade, an additional evaluation shall also be provided during the twelfth year based on the individual student improvement plan required under paragraph 1 above. This evaluation shall include but not be limited to:

i. Performance on state tests (including all re-tests);
ii. Performance on locally selected examinations;
iii. Performance in course work;
iv. Formal interview with the pupil;
v. Formal interview with the parents;
vi. Formal interview with teaching staff;
vii. Examination of the pupil's transcripts noting the pupil's strengths in other related areas;
viii. Guidance counselor/psychologist review as appropriate;
ix. Visual, auditory and/or medical data as appropriate;
x. Examination of credit and curriculum performance; and
xi. Examination of pupil proficiencies in other areas.

5. On the basis of the evaluation required under paragraph 4 above, and an independent evaluation of these data by a local district review panel, a recommendation shall be forwarded on each pupil not meeting statewide basic skills requirements to the county superintendent of schools by March 1 of the regularly scheduled graduation year as to whether the statewide minimum basic skills requirement has been attained satisfactorily. This local district panel shall include at least three teaching staff members not currently instructing the pupil. On the basis of the evidence listed in paragraph 4 and the recommendations of the review panel, the building principal, and the district superintendent; the county superintendent may

certify satisfactory attainment of the minimum basic skills graduation requirement.

6. Pupils classified pursuant to N.J.S.A. 18A:46-1 et. seq. may be exempted from this basic skills proficiency requirement based on the recommendation of the child study team and the approval of the chief school administrator.

7. Any out-of-school youth or adult age 18 or over who has otherwise met all state and local graduation requirements but has failed to pass the state assessment test(s), may return at times which have been scheduled and publicly announced by the district board, for the purpose of taking the necessary tests. Upon certification of passing the test(s), a state endorsed diploma will be granted by the high school of record.

8. Upon the completion of the first cycle of the program in 1985, and annually thereafter, chief school administrators shall report prior to November 30 to their district boards at a public meeting and to the Commissioner of Education the number of pupils graduated and the number of pupils denied graduation on the basis of this chapter. Chief school administrators shall include in these reports the number of pupils graduated under the special education and special evaluation procedures noted in this sub-section.

(c) Minimum high school curriculum requirements include the following:

1. By July 1, 1981, district boards of education providing high school diplomas shall adopt policies and procedures in cooperation with any sending district(s) for defining minimum high school curricula requirements and locally determined proficiencies therein, pursuant to law and regulation, which shall include but not be limited to:

i. Requiring the successful completion of a program of study in grades nine through 12 which shall include but not be limited to:

(1) One credit year of communication for each year of enrollment, up to four credit years;
(2) Two credit years of computation;
(3) Two credit years of social studies and history as required by N.J.S.A. 18A:35-1;
(4) One credit year or natural or physical science;
(5) One credit year of physical education, health and safety for each year of enrollment as required by N.J.S.A. 18A:35-7;
(6) One credit year of fine, practical, and/or performing arts; and
(7) One-half credit year of career exploration or development.

ii. Pupils may meet the curricular requirements set forth in subparagraph i. through demonstration of mastery of the locally determined proficiencies in each of the above curriculum areas or through program completion procedures noted in subsection (d). This determination shall be made by the district board of education.

2. Pupil proficiencies in areas other than those delineated in subsection (b) above shall be developed as follows:

i. By July 1, 1980, the commissioner of education shall provide to district boards of education guidelines for the development of local proficiencies for each curriculum area noted in this subsection.

ii. By July 1, 1981, district boards of education shall establish proficiency requirements in each curriculum area noted in paragraph 1 above. Upon approval of these proficiencies by the district board of education, demonstration of mastery will be required as a condition of graduation. These proficiency requirements will take effect with the entering ninth grade class of the 1981-82 school year.

iii. District boards of education shall establish procedures for remediation and opportunities for pupils to satisfy any failed local proficiency.

iv. Beginning with the 1981-82 school year, all district boards of education shall distribute to each entering ninth grade pupil and his/her parent(s) or guardian(s) a copy of all state and local high school graduation requirements. In addition, each district board of education shall distribute to all pupils and his/her parent(s) or guardian(s), at the beginning of each course required for graduation, a list of proficiencies required for successful completion of that course.

v. The Commissioner of Education shall monitor and approve the development and implementation of local high school graduation proficiencies, the instructional program supporting these proficiencies, and the manner of assessing the achievement of these proficiencies.

(d) Subject to approval of the State Board of Education:

1. Each district board of education shall establish graduation requirements on the basis of either course credits, program completion or a combination of course credits and program completion.

i. Regarding course credits, the rules include:

(1) Each four-year high school shall establish a minimum set number of credits to be required for graduation, to be not less than 92.

(2) Each senior high school shall establish a minimum set number which shall be not less than 69 credits to be completed in grades ten to twelve inclusive.

(3) Six-year schools may base their graduation requirements on formal completion of grades nine to twelve or ten to twelve within the credit limits established for four-year or senior high schools respectively.

(4) Credits toward graduation shall be awarded by the following method:

(A) Credit shall be assigned on the same basis to all high school courses offered by the district board of education.

(B) Credit may be assigned by each district board of education for curricular activities as defined in N.J.A.C. 6:27-1.13.

(C) The exception is that approved cooperation education programs shall receive a maximum of 15 credits per year.

ii. Credit year requirements set forth in subsection (c) above may be met in whole or in part through program completion as follows:

(1) District boards of education may determine and establish a set number of curricular activities or programs for promotion and graduation purposes.

(2) Programs shall be planned for individuals and/or a group based on specific instructional objectives.

(3) The principal shall certify completion of curricular activities or programs based upon specified instructional objectives.

(4) Group programs based on specific instructional objectives shall be approved in the same manner as other approval courses. Individual programs shall be on file in the local district subject to review by the commissioner or his/her representative.

2. District boards of education shall establish pupil attendance requirements appropriate to each of the particular educational programs.

3. Each junior high school shall establish a statement of policy governing graduation.

(e) Beginning with the ninth grade class of the 1981-82 school year, successful completion of the requirements set forth in subsections (b), (c), and (d) of this section, and any local requirements shall be required as conditions for awarding a state endorsed diploma, except as provided for seniors entering military or naval service pursuant to N.J.S.A. 18A:36-17. No district board of education may issue a high school diploma without state endorsement.

(f) Review and reporting rules include the following:

1. From time to time but at least once every five years, the State Board of Education and district boards of education shall review and up-date their graduation requirement policies as a result of the state and local goal review processes noted in N.J.S.A. 18A:7A-8 and N.J.A.C. 6:8-3.2.

2. The Commissioner of Education in accordance with law and regulation shall, upon the completion of the first cycle of the program in 1985, and annually thereafter, report to the State Board of Education and Legislature on the status and outcomes of this program.

3. Prior to November 30, 1981, district boards of education shall submit their graduation requirements on forms provided by the State Department of Education in the following manner:

i. All public schools shall submit their local requirements as they are adopted, to the county superintendent of schools.

ii. All diocesan schools shall submit their requirements, as they are adopted, to the diocesan superintendent of schools.

iii. All other nonpublic schools shall submit their requirements, as they are adopted to the division of school programs.

iv. District boards of education shall update this filed copy as their graduation policies are revised.

Executive Order No. 66, 1978, Expiration Date.
This Chapter shall expire on August 1, 1984.
(Expiration date for Chapter 8 has already been adopted.)

APPENDIX C

TITLE 6

EDUCATION

SUBTITLE B. COMMISSIONER OF EDUCATION

CHAPTER 8. THOROUGH AND EFFICIENT SYSTEM OF FREE PUBLIC SCHOOLS

AUTHORITY: N.J.S.A. 18A:4-15, 18A:7A-1 et.seq., 18A:7C-1 et. seq.

6:8-3.8 Pupil minimum proficiency levels and preventive and remedial programs in communication and computational skills.

(a) Each pupil shall be assessed, upon entrance into the educational system and annually thereafter, to identify pupils not meeting state minimum proficiency levels. Pupils so identified shall be provided with an individual comprehensive assessment which shall include but not be limited to the assessment procedures set forth in section 4 of this subchapter. For pupils with identified deficiencies after completion of six academic years of instruction beyond kindergarten, local school districts shall develop procedures for the development and implementation of individual student improvement plans. These procedures shall include but not be limited to:

1. A process for the development of the student improvement plan including those persons responsible for the development and implementation of the plan;

2. Identification of a teaching staff member responsible for monitoring the development, implementation and evaluation of the individual's student improvement plan; and

3. A process for notifying the pupil and the parent(s) or guardian(s) of the need for and content of the student improvement plan.

In instances of pupil transfers, assessment records shall be forwarded from the previous school or district to the school or district in which the pupil is newly enrolled.

APPENDIX D

NEW JERSEY ADMINISTRATIVE CODE

TITLE 6

EDUCATION

SUBTITLE B. COMMISSIONER OF EDUCATION

CHAPTER 8. THOROUGH AND EFFICIENT SYSTEM OF FREE PUBLIC SCHOOLS

SUBCHAPTER 3: STANDARDS AND PROCEDURES FOR ESTABLISHING EDUCATIONAL PLANS

6:8-3.4 Assessment

(a) Pupil needs shall be assessed by teaching staff members to determine pupil attainment of educational objectives. Procedures for each assessment shall include but not be limited to teacher observation, parental or guardian interview, formal and informal evaluation techniques, cumulative pupil records, student performance data collected through local testing programs which meet criteria, state testing results and visual, auditory, and/or medical examination. Pupil identification required by N.J.A.C. 6:8-3.8 (Pupil minimum proficiency levels and preventive and remedial programs in communication and computational skills) shall be determined as part of this assessment of pupil needs.

(b) District and school needs shall be assessed in order to determine the status of attainment of long and short-range objectives.

APPENDIX E

INDIVIDUAL STUDENT IMPROVEMENT PLAN

The individual student improvement plan provides the link between the assessment process and the instructional process. All students identified as having a basic skills deficiency by the sixth or later grades must have an individual plan. The plan must be developed and implemented based upon the comprehensive information gathered under the comprehensive assessment process described in N.J.A.C. 6:8-3.4 (Appendix D).

A teaching staff member must be identified who is responsible for the development, implementation and evaluation of the plan. The teaching staff member may be the principal, guidance counselor remedial teacher or another certified staff member. The plan should be developed with the input from those individuals directly involved in providing basic skills instruction and support services to the student. The monitoring responsibilities may be conducted by one teaching staff member or divided among several members. For example, the principal may supervise and monitor the total process while a guidance counselor would conduct assessments, monitor the student's progress and consult with the student and parents/guardians. Another teaching staff member might be responsible for determining the exit criteria, special skills, instructional techniques, materials and resources etc. (See pages 5-7 for the individual student improvement plan guidelines.)

A sample individual student improvement program format is provided on the following pages. While the local district may choose a variation on this format best suited for their situation, county monitoring will concentrate on:

- Is a formal process in place which meets the requirements of administrative code?
- Are the assessment requirements of N.J.A.C. 6:8-3.4 being met for each student with basic skills needs?
- Is a teaching staff member assigned to monitor the development, implementation and evaluation of each individual student improvement plan?
- Have the parents/guardians and student(s) been notified of the need for and content of the individual student improvement plan?

Many schools have developed simple but complete systems to guide the development of individual student improvement plans (ISIP). Some districts have such systems for all their students and some districts have them only for students in remedial programs. The High School Graduation Requirements Regulations require that there be some kind of individual student improvement plan. The department is not prescribing any one particular method of preparing the ISIP. These guidelines suggest the components of the process of developing the plan and suggest a format which is easy, yet useful. The EIC's will be happy to share a variety of ways that schools can comply with the individual student improvement plan requirements in

the high school graduation regulations.

Please call your EIC for help in developing your process for the development of the plans. Use the suggested format if you like, develop your own, check with the resources at the EIC, or in other schools, so that you might help those students who have not yet been able to meet the minimum requirements.

SAMPLE INDIVIDUAL STUDENT IMPROVEMENT PLAN FORMAT

Date of ISIP Development: 6/17/81 **Identification No.:** 642
Developed by: T. Farr, Reading Tchr, M. Kast, Reading Spec. **School:** Miller High School
Plan covers period from: Sept. 1981 to June 1982 **Grade:** 10
ISIP Monitor: M. Kast, Reading Specialist **Teacher:** J. Flaherty, Homeroom
Student Name: Jay Fickls **Birthdate:** 2/4/65
Present Notification Date: 6/28/81 **Type:** X Conference __ Phone __ Letter

EXAMPLE

Basic Skills Performance Analysis and Assessment Summary

Date of Analysis: 5/28/81 **Individual(s) Responsible:** T. Farr/M. Kast

(a) 5/81 MBS Test: Reading - 55%
9th Gr. Math - 75%

(b) 5/81-Secondary Reading Inventory: Sight Vocab. 9th Grade Vocab. Instruct. Level-8th Grade Compreh. Instruct. Level-7th Grade Independ. Reading Level-6th Grade

(c) 5/21/81 Miller Criterion Reading Test:
Word Recognition: 75%
Vocabulary : 64%
Comprehension : 60%

Jay's performance on the MBS Math test met minimum standard. Overall reading performance score was below standard. Word recognition on MBS test met minimum standard but the Miller Test and SRI indicate difficulties with word meaning, particularly multiple word meaning and contextual analysis of words when meaning is implied. Word analysis and sight vocabulary are a strength. Literal comprehension skills are adequate. On all assessments performance was deficient on tasks requiring interpretive and critical reading skills. Rate of reading significantly hampers J's reading. Both oral and silent reading is word for word with subvocalization and finger pointing. Study skills performance is below standard. Record review indicates failing grades in English and Social Studies. Teachers note poor self-image, anxiety and poor study habits. Poor attendance appears to be due to J's anxiety level and poor self-image rather than disinterest or lack of motivation.

Exit Criteria

1. *Achieve 75% mastery level on 9th grade MBS Test reading.*
2. *75% mastery level on Miller Criteria Reading Test.*
3. *Verification of 75% mastery level through review of performance data on file.*
4. *Satisfactory meeting of Miller School District standard for attendance.*

Recommended Program: Preventive & Remedial Service Delivery — Type of Setting	Type of Setting: Comp. Ed. Class	Small Group	Individual	Resource Room	Other	Location	Individual Responsible for Implementation	Projected Date Service Begins	Frequency and Duration of Service for Day/Week	Total Hours Per Week
Remedial Reading	x					*Reading*	*T. Farr*	*9/81*	*45 min. daily*	*3 3/4*
Counseling		x				*104*	*P. Martin*	*9/81*	*30 min. weekly*	*1/2*

EXAMPLE

Basic Skills Area	Skills/Outcomes	Date	Instructional Techniques, Materials, Resources	EVALUATION PROCEDURES	
				Methods, Schedule	Results
Reading	*Vocabulary Development*		1. *So that Jay is aware of specific daily expectations, plan instruction on weekly basis outlining teaching activities & assignments.*	1. *Re-administer 9th grade MBS Test 4/82.*	*1st Quarter*
	—*Identifying meaning of words through synonyms, antonyms*	9/16	2. *Design strategies/activities to minimize anxiety & improve self-image & confidence.*	2. *Post-Testing 5/82 by M. Kast, Reading Specialist with Miller Criterion Reading Test Form B.*	*Slow but steady progress in comprehension. Progress above expectation. Rate shows minimal progress. Attendance improving. Teachers report less overt anxiety.*
	—*Multiple meaning of words*	11/4	3. *Stress activities to increase independent reading.*		
	—*Contextual analysis of words when meaning is implied*	1/18	4. *Teacher will work cooperatively with content teachers to coordinate instruction for vocabulary, comprehension, and study skills.*	3. *Ongoing evaluation conducted & recorded by T. Farr, Remedial Teacher, utilizing Mastery Skills Management System reporting progress on teacher made tests, tests accompanying instructional materials, observations, etc.*	*11/23/81*
	Comprehension		5. *Vocabulary Development*		*2nd Quarter*
	—*Identifying main idea/ topic when implied*	9/18	*a. Focus teacher directed activities on specialized words from content areas.*		*Beginning to show substantial progress in inferential comprehension. Literal remains adequate. Continued progress in word meaning; Emphasis will be contextual analysis.*
	—*Distinguishing fact, opinion, and fiction*	10/5	*b. Individualized word study through small group instruction and independent activities based on course outlines, texts, and assignments.*		
	—*Evaluating information*	2/14	—*Keep vocab. notebook with a section for each subject.*		
	Study Skills		—*Initial list developed by teachers then have J self select.*	4. *M. Kast will review J's progress quarterly and provide consultation to review & revise J's ISIP if warranted.*	*3rd Quarter. Rate improving slowly. Received D in Social Studies. Conf. held with S.S. teacher to suggest*
	—*Locating & interpreting information presented in a graph, table, map*	11/	*c. Materials: —Programmed Vocab. —Vocab. Growth —Vocab. Builder Series —Wordcraft Voc. Progs.*		
	—*Outlining, notetaking, summarizing*	10/26	6. *Comprehension*		
	Rate of Reading		*a. Use adapted classics & other books at J's reading level derived from 10th grade curriculum. Focus assignment readiness activities on vocab./word meaning. Reading guided by teacher-made questions to develop interpretive reading skills & maintain literal comprehension.*	5. *Attendance will be monitored by P. Martin.*	*techniques to allow for reading rate and comprehension.*
	—*Improving rate*	9/20	*b. Materials:*		
	—*Adapting rate to difficulty of reading & purpose*		—*Lessons for Self-Instruction in Basic Skills*		*2/1/82*
			—*Reading Improvement Skill text Series*		
			—*I S I Reading Program. Thinking Skills*		*3rd Quarter*
			—*Tapes, films, cassettes*		
	Related Factors		7. *Study Skills*		*Progress satisfactory in all areas but rate. Substantial progress in outlining and notetaking. Attendance no longer problem. Counseling to continue to maintain progress. Passing all subjects. Improved self-concept reported by 3 teachers.*
	—*Increase attendance to meet district standard*	9/14	*a. S Q 3 R technique using material from J's social studies and science courses and related topics of interest to him.*		
	—*Reduce anxiety*	9/28	*b. Materials:*		
	—*Improve self image*	9/28	—*Study Skills for Information Retrieval*		*4/5/82*
			—*Better Work Habits*		
			—*Thirty Lessons in Outlining*		*4th Quarter*
			—*How To Study Workshop*		
			8. *Reading Rate*		*J successfully met 75% mastery of 9th grade MBS Reading Test. Post-testing indicates only 70% mastery in comprehension; 80% in vocab. J will continue in reading lab 3 days week next year.*
			a. Use highly interesting material to J at level easily comprehended initially. Teach timed reading technique. Have J compute rate formula & chart progress.		
			b. Provide activities to apply surveying/previewing aspect of S Q 3 R.		*6/12/82*
			c. Provide activities to have rate of reading correspond to difficulty of material & purpose.		
			d. Materials: —Reading Pacer —Controlled Reader		
			9. *Related Factors*		
			a. Counselor will corrdinate design of system of reinforcers and incentives.		
			b. Systematic use of consequences.		
			c. Daily monitoring of attendance until satisfactory pattern achieved.		
			d. Group counseling.		

EXAMPLE

APPENDIX F

HISTORY REQUIREMENT LAW

18A:35-1 Course in history of the United States in high school

The superintendent of schools in each school district shall prepare and recommend to the board of education of the district, and the board of education shall adopt a suitable two-year course of study in the history of the United States to be given to each student during the last four years of high school.

18A:35-2 Nature and purpose of United States history course

Such course of study shall include instruction in

(1) The principles and ideals of the American form of representative government as expressed in the Declaration of Independence and the constitution of the United States and particularly in the Bill of Rights; and

(2) The history of the origin and growth of the social, economic and cultural development of the United States, of American family life and of the high standard of living and other privileges enjoyed by the citizens of the United States; and

(3) Such other events in the history of the United States as will tend to instill, into every girl and boy, a determination to preserve these principles and ideals as those of citizens of the United States and an appreciation of their solemn duty and obligation to exercise the privilege of a ballot, upon their reaching voting age, to the end that said principles and ideas may be so preserved.

APPENDIX G

PHYSICAL EDUCATION REQUIREMENT LAW

18A:35-5 Maintenance of physical training courses; features

Each board of education shall conduct as a part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed.

18A:35-6 Supervision of instruction

Such courses, and the instruction therein, shall be subject to the general supervision and direction of the commissioner, who shall appoint, with the approval of the state board, such expert assistants as in the opinion of the state board shall from time to time be necessary to carry out the purposes of such courses.

18A:35-7 Course required

Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation.

APPENDIX H

NEW JERSEY STATE DEPARTMENT OF EDUCATION

SECONDARY SCHOOL COURSE OFFERINGS

CODE LIST FOR 1979-1980

New Jersey Department of Education
Division of Operations, Research and Evaluation/OMI

PROGRAM	COURSE	
	CODE	TITLE
Art	1203	Art Fundamentals, Basic Art, Art I
	1204	Art Advanced, Art II, III, IV
	1205	General Art, Studio
	1206	General Art, Appreciation and History
	1210	Crafts
	1211	Commercial Art
	1212	Graphic Arts
	1213	Photography
	1220	Art Appreciation
	1221	Art History
	1230	Related Arts, Unified Arts
	1240	Fine Art, (Painting and Sculpture)
	1241	Ceramics and/or Sculpture
	1242	Design
	1243	Sculpture
	1250	Film Making
	1260	Environmental Design
	1280	Bilingual Art
	1299	Other: Art, Specify
Business & Office	1345	Accounting
	1342	Bookkeeping/Accounting I
	1343	Bookkeeping/Accounting II
	1340	Recordkeeping
	1341	Business/Office Machines
	1357	Keypunch Operator/Operation
	1358	Introduction to Data Processing
	1359	Computer Programming
	1364	Reprographics
	1313	Business Law
	1312	Business Mathematics
	1332	Marketing
	1317	Business Management
	1318	Business Organization
	1314	Economic Geography

NOTE: SEVENTH AND EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

PROGRAM	COURSE CODE	COURSE TITLE
Business & Office	1315	Economics
	1319	Exploratory Business
	1310	General Business (Introd.)
	1350	Typing I
	1352	Typing II/Advanced
	1355	Machine Shorthand
	1356	Machine Transcription
	1370	Medical Secretary
	1321	Personal Typing
	1371	Personal Use Shorthand/Notehand
	1361	Secretarial Office Practice/ Procedures
	1353	Shorthand I
	1354	Shorthand II
	1372	Word Processing Secretary
	1360	Cooperative Office/Clerical Practice
	1373	Dental Receptionist
	1374	Medical-Dental Receptionist
	1362	Office Education/Practice/ Procedures I
	1363	Office Education/Practice/ Procedures II
	1375	Office Simulation
	1311	Business English
	1316	Consumer Economics
	1320	Bookkeeping Personal
	1344	Bookkeeping III
	1346	Advanced Business Training
	1399	Other: Business & Office, Specify
English	1412	English I
	1413	English II
	1414	English III
	1415	English IV
	1417	Advanced Placement English

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PROGRAM	COURSE	
	CODE	TITLE
English	1420	Study Skills
	1430	Reading Readiness
	1431	Developmental Reading
	1432	Remedial Reading
	1440	Speech (Arts and Dramatics)
	1441	Public Speaking
	1445	Drama
	1450	Mass Media
	1460	Creative Writing
	1465	Journalism
	1467	Mechanics of Writing
	1469	Writing Theory
	1470	World Literature
	1472	Literature, Source
	1474	Literature, Genre
	1475	English as a Second Language
	1476	Literature, Technique
	1480	Bilingual/Bicultural Education
	1481	Grammar
	1482	Phonology
	1484	Linguistics, Nature/History/Theory
	1490	Other: English or Language Arts, Specify
Foreign Languages	1501	Chinese, Grades 7,8
	1502	Chinese I
	1503	Chinese II
	1504	Chinese III
	1505	Chinese IV
	1511	French, Grades 7,8
	1512	French I
	1513	French II
	1514	French III
	1515	French IV
	1516	French V
	1521	German, Grades 7,8

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

PROGRAM	COURSE	
	CODE	TITLE
Foreign Languages	1522	German I
	1523	German II
	1524	German III
	1525	German IV
	1526	German V
	1570	Greek
	1578	Hebrew, Grades 7,8
	1579	Hebrew I
	1580	Hebrew II
	1581	Hebrew III
	1582	Hebrew IV
	1531	Italian, Grades 7,8
	1532	Italian I
	1533	Italian II
	1534	Italian III
	1535	Italian IV
	1536	Italian V
	1573	Japanese
	1541	Latin, Grades 7,8
	1542	Latin I
	1543	Latin II
	1544	Latin III
	1545	Latin IV
	1546	Latin V
	1576	Polish
	1574	Portuguese
	1561	Russian, Grades 7,8
	1562	Russian I
	1563	Russian II
	1564	Russian III
	1565	Russian IV
	1566	Russian V
	1551	Spanish, Grades 7,8
	1552	Spanish I
	1553	Spanish II
	1554	Spanish III

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PROGRAM	COURSE	
	CODE	TITLE
Foreign Languages	1555	Spanish IV
	1556	Spanish V
	1590	Other Foreign Languages (Specify)
Health, Safety & Physical Education	1606	Health, Safety and Physical Education, Grades 7,8
	1607	Health and Physical Education, Grades 7,8
	1620	Health and Safety Education
	1630	Physical Education
	1633	Health, Safety and Physical Education
	1635	Adaptive Physical Education, Grades 7,8
	1637	Adaptive Physical Education
	1640	First Aid
	1650	Home Nursing
	1680	Recreation
	1690	Other: Health, Safety or Physical Education, specify
Driver Education	1610	Driver Education (Behind-the-wheel)
	1611	Driver Education (Theory only)
	1612	Safety/Driver Education (Behind-the-wheel)
	1613	Safety/Driver Education (Theory only)
Home Economics	1707	Comprehensive Homemaking, Grades 7,8
	1709	Comprehensive Homemaking/Home Economics
	1710	Clothing and Textiles
	1720	Foods and Nutrition
	1730	Child Development
	1740	Housing and Home Furnishing

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

PROGRAM	COURSE	
	CODE	TITLE
Home Economic	1741	Home Furnishings, Equipment and Services
	1750	Family Relations
	1751	Family Health
	1760	Consumer Education
	1761	Home Management
	1770	Care and Guidance of Children
	1771	Clothing Management, Production and Service
	1772	Food Management, Production and Services
	1773	Home Economics, Cooperative
	1774	Institution and Home Management and Support Service
	1790	Other: Home Economics, specify
Industrial Arts	1811	General Shop, Grades 7,8
	1812	General Shop
	1814	Plastics, Grades 7,8
	1815	Plastics
	1817	Ceramics, Grades 7,8
	1818	Ceramics
	1819	Leatherworking
	1820	Mechanical Drawing, Grades 7,8
	1821	Mechanical Drawing
	1822	Architectural Drawing
	1823	Machine Drawing
	1824	Architecture and Home Planning
	1825	Engineering Drawing
	1826	Blueprint Reading
	1827	Industrial Arts Drawing, Grades 7,8
	1828	Industrial Arts Drawing
	1829	Industrial Drafting
	1830	General Woodwork, Grades 7,8

NOTE: SEVENTH & EIGHTH LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

PROGRAM	COURSE	
	CODE	TITLE
Industrial Arts	1032	General Woodwork
	1033	Furniture Refinishing
	1040	General Metalwork, Grades 7,8
	1042	General Metalwork
	1044	Machine Shop
	1046	Art Metal, Grades 7,8
	1048	Art Metal
	1050	Radio and Theory
	1051	Basic Electricity, Grades 7,8
	1053	Basic Electricity
	1054	Appliance Repair
	1055	Electricity/Electronics
	1060	General Mechanics, Grades 7,8
	1061	General Mechanics
	1062	Power Mechanics
	1064	Auto Mechanics
	1065	Motorcycle Repair
	1070	Graphic Arts, Grades 7,8
	1072	Graphic Arts
	1074	Printing, Grades 7,8
	1076	Printing
	1080	Home Mechanics, Grades 7,8
	1082	Home Mechanics
	1090	Industrial Arts Mathematics
	1091	Applied Mathematics
	1092	Shop Mathematics
	1093	Surveying
	1094	Building Trades
	1095	World of Construction
	1096	Aeronautics
	1097	World of Manufacturing
	1099	Other: Industrial Arts, specify
Mathematics	1910	Arithmetic
	1911	General Mathematics

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PROGRAM	COURSE	
	CODE	TITLE
Mathematics	1919	General Mathematics I
	1920	General Mathematics II
	1921	Mathematics, Grades 7,8
	1923	Business Mathematics
	1922	Business Arithmetic
	1924	Shop Mathematics
	1925	Consumer Mathematics
	1930	Algebra I
	1931	Algebra II
	1932	Advanced Algebra
	1933	Algebra and Trigonometry
	1934	Algebra and Statistics
	1940	Geometry
	1950	Trigonometry
	1960	Analytical Geometry and Calculus
	1961	Calculus with Analytic Geometry
	1970	Probability and Statistics
	1980	Bilingual Mathematics
	1990	Other: Mathematics, specify
Music	2101	Music, Comprehensive, Grades 7,8
	2102	Music General
	2105	Music- Comprehensive
	2107	Music, Instrumental, Grades 7,8
	2110	Music, Instrumental
	2111	Band
	2112	Orchestra
	2113	Instrumental Ensemble (Stage Band)
	2120	Music, Vocal
	2121	Glee Club
	2122	Choir
	2123	Vocal Group
	2130	Music Appreciation
	2140	Music Harmony (Theory)
	2141	Music Theory

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

PROGRAM	COURSE	
	CODE	TITLE
Music	2150	Music History
	2160	Rythm and Body Movement
	2180	Bilingual Music
	2190	Other: Music, specify
Science	2210	Biology
	2211	General Biology
	2212	Advanced Biology
	2213	Botany
	2214	Applied Biology
	2215	College Prep Biology
	2216	Genetics
	2217	Ecology
	2218	Anatomy/Physiology
	2219	Zoology
	2221	Microbiology
	2222	Bacteriology
	2220	Earth Science
	2224	College Prep Earth Science
	2225	Advanced Earth Science
	2226	Geology
	2227	Meteorology
	2240	Astronomy
	2229	Marine Science
	2232	General Science
	2233	General Science, Advanced
	2234	Unified Science
	2235	Computer Science
	2236	Conservation
	2237	Consumer Science
	2238	Environmental Science
	2240	Physical Science
	2241	Chemistry
	2242	General Chemistry

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PROGRAM	COURSE	
	CODE	TITLE
Science	2251	College Prep Chemistry
	2244	Advanced Chemistry
	2246	Applied Chemistry
	2252	Organic Chemistry
	2253	Analytical Chemistry
	2254	Technical Chemistry
	2247	Physics
	2264	General Physics
	2255	College Prep Physics
	2243	Advanced Physics
	2256	Electricity/Magnetism
	2257	Optics
	2258	Nuclear
	2259	Energy
	2260	Sound
	2249	Applied Physics
	2245	Electronics
	2250	Military Science
	2290	Other: Sciences, specify
Social Studies	2301	Social Studies, Grades 7,8
	2311	Geography, Grades 7,8
	2312	Geography, Commercial or Economic
	2313	Geography
	2321	American History
	2322	United States History
	2323	U.S. History
	2325	Modern History
	2326	World History
	2327	Western Civilization
	2328	Latin American History
	2329	New Jersey History
	2319	Local History
	2320	Nonwestern Civilization

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PROGRAM	COURSE	
	CODE	TITLE
Social Studies	2330	Economics
	2331	Citizenship Education (Civics)
	2332	International Relations
	2333	Contemporary World Affairs
	2334	Comparative Systems
	2338	Political Theory
	2335	Non-Western Studies
	2336	African Studies, History
	2337	Asian Studies, History
	2338	Cultural (social) Anthropology
	2340	Modern Living
	2341	Human Relations
	2344	Sociology
	2345	Social Organization
	2346	Social Organization - Education
	2347	Social Organization - Family
	2348	Social Organization - Comparative Religions
	2349	Social Problems
	2343	Social Stratification
	2350	Group Guidance
	2351	Occupations (Vocations)
	2352	Vocational Guidance
	2360	Psychology
	2361	Developmental Psychology
	2362	General Psychology
	2370	Humanities
	2371	Philosophy
	2372	Conservation (Environmental Educ.)
	2373	Consumer Education
	2390	Other: Social Studies/Social Sciences, specify
Special Education	2410	Visually Handicapped
	2420	Auditorily Handicapped

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PROGRAM	COURSE	
	CODE	TITLE
Special Education	2433	Educable Mentally Retarded
	2434	Trainable Mentally Retarded
	2440	Orthopedically Handicapped
	2450	Socially and Emotionally Maladjusted
	2451	Emotionally Disturbed
	2452	Socially Maladjusted
	2471	Communication Handicapped
	2472	Neurologically or Perceptually Impaired
	2473	Chronically Ill
	2475	Multiply Handicapped
	2477	Neurologically Impaired
	2478	Perceptually Impaired
	2490	Other: Special Education or Handicapped, specify

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
Agricultural Occupations	2501	Agricultural Production
	2502	Agricultural Supplies/Services
	2503	Agricultural Mechanics
	2504	Agricultural Products
	2505	Ornamental Horticulture
	2506	Livestock Production
	2507	Agricultural Resources (Environmental)
	2508	Forestry
	2509	Other: Agricultural Occupations, specify
Distributive & Marketing Occupations	2510	Distributive Occupations (Prep.)
	2511	Distributive Occupations (Coop.)
	2512	Advertising Services
	2513	Apparel and Accessories
	2514	Automotive
	2515	Finance and Credit
	2516	Floristry
	2517	Food Distribution
	2518	Food Services
	2519	General Merchandising
	2520	Hardware, Building Material, Farm and Garden Supplies and Equip.
	2521	Home Furnishings
	2522	Hotel and Lodging
	2523	Industrial Marketing
	2524	Insurance
	2525	International Trade
	2526	Mutual Fund
	2527	Petroleum
	2528	Real Estate
	2529	Recreation and Tourism
	2530	Retailing
	2531	Salesmanship

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
Distributive & Marketing Occupations	2532	Transportation
	2539	Other: Distributive & Marketing Occupations, specify
Health Occupations	2540	Dental Assisting
	2541	Dental Assisting (Radiological)
	2542	Dental Hygiene
	2543	Dental Laboratory Technology
	2544	Electro-Cardiogram Technician
	2545	Medical Laboratory Assisting
	2546	Medical Laboratory Technology
	2547	Radiological Technology
	2548	Renal Technician
	2549	Child Care Assistant
	2550	Emergency Medical Technology
	2551	Licensed Practical Nurse
	2552	Medical Assistant (Physician's Office)
	2553	Medical Records Technician
	2554	Medical Service Aide
	2555	Medical/Dental Assistant
	2556	Nursing Asst. (Aide)
	2557	Operating Room Technician
	2558	Practical Nursing
	2559	Practical Nursing Refresher
	2560	Surgical Technician (Operating Room)
	2561	Ward Clerk
	2562	Inhalation/Respiratory Therapy
	2563	Occupational Therapy
	2564	Physical Therapy
	2565	Health Occupations Educ. Coop.
	2566	Health Occupations Exploratory
	2569	Other: Health Occupations, specify

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
Technical Occupations	2570	Aeronautical Technology
	2571	Architectural Technology (Building)
	2572	Automotive Technology
	2573	Chemical Technology
	2574	Civil Technology
	2575	Construction Technology
	2576	Drafting & Design Technology
	2577	Electrical Technology
	2578	Electromechanical Technology
	2579	Electronic Technology
	2580	Environmental-Control Technology
	2581	Fire and Fire Safety Technology
	2582	Industrial Technology
	2583	Instrumentation Technology
	2584	Mechanical Drafting Technology
	2585	Mechanical Engineering Technology
	2586	Mechanical Technology
	2587	Metallurgical Technology
	2588	Nuclear Medical Technology
	2589	Nuclear Technology
	2590	Oceanographic Technology
	2591	Petroleum Technology
	2592	Plastic Technology
	2593	Police (Law Enforcement & Corrections)
	2594	Roadway Technology
	2595	Surgical Technology
	2596	Water & Waste Water Technology
	2599	Other: Technical Occupations, specify
Trade & Industrial Occupations	2600	Air Conditioning & Refrigeration
	2601	Environmental Control
	2602	Heating
	2603	Ventilating
	2604	Appliance Repair

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
Trade & Industrial Occupations	2605	Instrument Maintenance and Repair
	2606	Instruments (Other than Watches/Clocks)
	2607	Musical Instrument Repair
	2608	Vending Machine Repair
	2609	Watchmaking and Repair
	2610	Automobile Mechanics
	2611	Automotive Specialities
	2612	Body and Fender Repair
	2613	Diesel Mechanic
	2614	Heavy Equipment (Construction) Mach
	2615	Motorcycle Services
	2616	Small Engine Repair, Internal Combustion
	2617	Aircraft Maintenance
	2618	Aircraft Operations
	2619	Commercial Art Occupations
	2620	Commerical Photography Occupations
	2621	Drafting
	2622	Graphic Arts Occupations
	2623	Industrial Design
	2624	Printing Press Occupations
	2625	Commercial Fishery Occupations
	2626	Maritime Occupations
	2627	Building Trades
	2628	Carpentry
	2629	Custodial Services
	2630	Electricity
	2631	Glazing/Glass Working
	2632	Maintenance Mechanic
	2633	Masonry
	2634	Painting and Decorating
	2635	Plumbing and Pipefitting
	2636	Roofing
	2637	Stationary Engineering

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
Trade & Industrial Occupations	2638	Business Machine Maintenance and Repair
	2639	Digital Electronics
	2640	Electrical Occupations
	2641	Industrial Electrician
	2642	Industrial Electronics
	2643	Radio Broadcasting
	2644	Radio/Television Repair
	2645	Television Production
	2646	Fabric Maintenance Services
	2647	Leatherworking
	2648	Shoe Manufacturing
	2649	Tailoring
	2650	Textile Production and Fabrication
	2651	Barbering
	2652	Cosmetology
	2653	Public Service Occupations
	2654	Industrial Atomic Energy
	2655	Stationary Energy Sources Occupations
	2656	Machine Shop
	2657	Metallurgy
	2658	Metalworking
	2659	Millwork and Cabinet Making
	2660	Plastics Occupations
	2661	Sheet Metal
	2662	Upholstering
	2663	Welding and Cutting
	2664	Baker
	2665	Commercial Foods
	2666	Meat Cutter
	2667	Quantity Food Occupations
	2668	Cooperative Industrial Education
	2669	Other - Trade and Industrial Occupations, specify

NOTE: SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

VOCATIONAL PROGRAM	COURSE	
	CODE	TITLE
	2680	Employment Orientation
	2681	Introduction to Vocations
	2682	Pre-Vocational Program
	2683	Special Needs Education
	2684	Job Success Orientation

SEVENTH & EIGHTH GRADE LEVEL COURSES ARE NOT APPROPRIATE FOR GRADUATION REQUIREMENTS PURPOSES.

APPENDIX I

CAREER EXPLORATION AND DEVELOPMENT

Definition

Career development is a life-long process of learning about and interacting with the world of work. Career exploration is that part of career development which assists a person to understand one's self, gather data about career options, establish and explore value systems, make career-related choices and implement and evaluate these choices. A career exploration program should integrate the academic and vocational curricula and help the student bridge the gap between school and work.

Suggested Options for Implementation

OPTION A - INFUSION

Districts may choose to help students acquire objectives by providing instruction and experiences through already existing programs such as math, language arts, guidance, etc.

Planning and articulation will have to be provided to ensure that all students have a complete and sequential exposure to the career exploration curriculum.

OPTION B - CAREER EXPLORATION COURSE

Districts may choose to provide a separate course(s) of study to help students acquire objectives. If a separate course is offered, provisions should be made to help students with the developmental tasks that proceed and follow the course. For example, if a student takes the career exploration course at grade 9, provisions should be made to help the student with those tasks which may occur at grades 11 and 12.

OPTION C - COURSE EQUIVALENTS

Districts may choose to provide career exploration instruction through existing equivalent courses.

In all cases, districts should develop a curriculum guide with student objectives and proficiencies clearly identified.

Examples: Career Exploration Objectives

Grade 7 - 8

1. Students will be able to demonstrate a positive attitude;
2. Students will have gained a "hands-on" experience in working with various career related materials;
3. Students will be able to identify the 15 occupational clusters and specific job families within each cluster;
4. Students will be able to identify several career opportunities within their community dealing with their individual interests; and,
5. Students will be able to relate their personal qualities to specific occupations.

Grades 9 -10

1. The student will be able to extend and refine skills previously developed.
2. The student will be able to identify career choices that will meet interests, aptitudes and skills.
3. The student will be able to identify skills, education and training necessary to achieve career goals.
4. The student will be able to plan a high school program to meet career choice requirements.
5. The student will be able to identify alternative career choices.

Grades 11 - 12

1. The student will be able to extend and refine skills previously developed.
2. The student will be able to identify post-high school education needed for career choice(s).
3. The student will be able to acquire skills necessary for job entry or post-high school training.
4. The student will be able to demonstrate job-hunting skills, i.e., resumé writing, interviewing skills.
5. The student will be able to find and take advantage of work and educational experiences related to career goal.

APPENDIX J

CURRICULUM PROFICIENCY SAMPLES

The regulations state that "proficiency" means an explicitly stated and demonstrable knowledge and/or skill used to define a desired learning outcome (NJAC 6:8-1.1).

Sample proficiencies in the curriculum areas of communication; computation; social studies and history; natural science; and fine, practical and/or performing arts are provided below. It should be noted that the samples are extracts from the various areas. A broader example of an entire curriculum proficiency requirement follows the sample extracts.

COMMUNICATION

1. The student will demonstrate his/her ability to write a paragraph containing a topic sentence, at least two sentences with supporting details, and a concluding sentence.
2. The student will demonstrate his/her ability to identify the parts of speech, the basic sentence patterns, the basic sentence parts, and the basic word groups.
3. The student will demonstrate his/her ability to discuss orally and in writing the tone, point of view and attitude of different works of literature, using at least four examples to illustrate each concept.

COMPUTATION

1. Given a problem involving addition, subtraction, multiplication or division of numbers, and given a calculator, the student should be able to use it to solve the given problems.
2. Given two rational algebraic expressions (algebraic fractions), the student should be able to find their sum, difference, product, and quotient as indicated, and write the result in simplified form.
3. Given a reasonable word problem, the student should be able to translate the words into an algebraic sentence and solve the problem.

SOCIAL STUDIES AND HISTORY

1. Given a unit of study tracing the growth of the United States from 1800-1840, a student will be able to identify and explain orally and in writing at least five (5) examples of key social, economic, clutural and political developments in that time period.

SOCIAL STUDIES AND HISTORY Continued

2. Given a unit of study "The Individual and the Bill of Rights", a student a) will complete at least five reviews of Supreme Court decisions, and b) complete a series of oral or written activities dealing with current legal/moral issues related to the Bill of Rights.
3. Given a unit of study "Economics and Society", a student will identify and explain orally or in writing the following:
   a) at least three basic economic problems faced by societies;
   b) at least five solutions to the problems;
   c) at least ten basic economic concepts; and
   d) at least five practical economic skills necessary to function in today's society.

NATURAL SCIENCE

1. Given the names of organisms representing the major groups of life forms, the student should be able to demonstrate knowledge of structural and functional similarities and differences among these organisms, including man.
2. Given a chronology of scientific events, the student should be able to recognize and describe the physical and biological changes and their effects on the world and the universe.
3. Given the relationship between static electricity, current electricity, electric field theory and magnetic field theory and their interaction through electrical devices, the student should be able to demonstrate proficiency through lab work and attendant problem solution.

FINE, PRACTICAL AND/OR PERFORMING ARTS

1. Provided with course requirement information, students will demonstrate an understanding of painting by compiling and maintaining a sketchbook of drawing and painting projects, lecture notes.

2. Provided with a selection of materials and supportive tools and equipment (inks, brayers, inking surfaces papers, blankets, water, blotters, solvents, etc.), students should be able to demonstrate an understanding of basic printing techniques by:
   a) setting up a printing space (laying newspaper or table coverings, obtaining materials from supply cabinets, obtaining an apron, etc.);
   b) obtaining paper, cutting same to correct size, dampening same if needed;

FINE, PRACTICAL AND/OR PERFORMING ARTS Continued

c) preparing proper inks for method use;
d) applying to surface of master form;
e) operating a press, screen or baren; and
f) cleaning spaces used.

3. Students will demonstrate an understanding of and interest in creative writing by compiling a group of their own poems or short stories, and/or chapters from a novel-in-progress.

SOCIAL STUDIES AND HISTORY

Educational Objectives for U.S. History 1

1. After completing a unit of study on the exploration and colonization of the New World from 1492-1750, a student will be able to identify and explain orally and in writing 10 basic developments of early American history.

2. Given a unit of study on the American Revolution (1760-1783), a student will be able to identify and explain orally and in writing at least five examples of the causes, philosophies, military developments and consequences of the Revolution.

3. After completing a unit of study on the Constitution of the United States, a student will be able to identify and explain orally and in writing:
   a. 10 fundamental principles of the Constitution; and
   b. the basic structure and functioning of American government.

4. Given a unit of study tracing the growth of the United States from 1800-1840, a student will be able to identify and explain orally and in writing at least five examples of key social, economic, cultural and political developments in that time period.

5. After completing a unit of study describing the origins of the Civil War (1840-1860), a student will be able to identify and explain orally and in writing at least five examples of the major causes of the Civil War.

6. After completing a unit of study on the nature and scope of the American Civil War and Reconstruction (1860-1876), a student will be able to identify and explain orally and in writing:
   a. five examples of the military history of the conflict;
   b. five examples of the impact of the war on both North and South;
   c. five examples of the enduring legacy of the war for both North and South;
   d. three reasons for the failure of the attempt to establish a biracial society; and
   e. the status of black Americans as a result of the conflicts.

7. After completing a unit of study describing the industrialization of American society 1860-1900, a student will be able to identify and explain orally and in writing:
   a. three stages in the concept of development (explaining how societies change from traditional stages to modern states in their growth);

b. at least five examples of the impact of industrialization on values and institutions;
c. the growth and contributions of the corporation;
d. three major problems of the farmers in an industrial age;
e. five reasons for the rise of labor unions in an industrial age; and
f. five examples of the impact of innovation, technology, and changes in communication and transportation.

Educational Objectives U.S. History 2A

A. Given a unit of study on American Foreign policy from 1900-1979, a student will identify and explain orally or in writing at least ten basic objectives of U.S. foreign policy.

Given a unit of study on American Foreign policy from 1900-1978, a student will list and describe orally or in writing at least ten significant events and issues related to U.S. foreign policy.

B. Given a unit of study "The Individual and the Bill of Rights", a student
a) will complete at least five reviews of Supreme Court decisions;
b) complete a series of oral or written activities dealing with current legal/moral issues related to the Bill of Rights.

C. Given a unit of study "The Struggle for Equality", a student will identify and explain orally or in writing the fundamental statements of value referred to as "The American Creed."

D. Given a unit of study "Economics and Society", a student will identify and explain orally or in writing the following:
a) at least three basic economic problems faced by societies;
b) at least five solutions to the problems;
c) at least 10 basic economic concepts; and
d) at least five practical economic skills necessary to function in today's society.

Educational Objectives U.S. History 2B

1. From a unit of study "The American Values System", a student will identify and explain orally or in writing at least 10 fundamental American values.

2. From a unit of study "American History 1900-1920", a student will list and explain orally or in writing at least 10 major political, economic, cultural and foreign policy developments in that time period.

3. From a unit of study "American History 1920-1940", a student will list and explain orally or in writing at least 10 major political, economic, cultural and foreign policy developments in that time period.

4. From a unit of study "American History 1940-1979", a student will list and explain orally or in writing at least 10 major political, economic, cultural, foreign policy and constitutional developments in that time period.

Educational Objectives for Eagle and the Bear

Given a unit of study on the history of Russia, a student will identify and explain orally or in writing at least five major developments in Russian history, from the origins to the formation of the Soviet state.

Given a unit of study, a student will identify and explain orally or in writing at least five basic developments in the diplomatic and political relations between the U.S. and the U.S.S.R., 1917-1979.

Given a unit of study, a student will identify and explain orally or in writing at least 10 examples of how people in the U.S. and U.S.S.R. conduct their political, economic, and social affairs.

Educational Objectives for Economics and Society

Given a unit of study comparing diverse economic philosophies, a student will identify and explain orally or in writing the basic ideas of the philosophies being studied.

Given a unit of study focusing on economic/social problems in modern urban society, a student will identify and explain orally or in writing at least five examples of the problems.

Given a unit of study outlining the basic elements of capitalism, socialism, communism and mixed economics, a student will identify and explain orally or in writing at least three essential features of each economic system.

From a list of topics provided by the teacher, a student will discuss, orally and in written research, at least one topic that deals with a major economic issue in today's society.

Educational Objectives for Asian/African Studies

African Studies:

Given a unit of study on the origins and development of Africa, a student will identify and explain orally or in writing at least five social, political and cultural developments from tribal times to the 20th Century.

Given a unit of study focusing on contemporary Africa, a student will identify and explain orally or in writing at least 10 major political, social, cultural and economic developments in contemporary Africa.

Asian Studies

Given a unit of study on the origins and development of Asian civilizations, a student will identify and explain orally or in writing at least five basic developments in the growth of Asian civilizations.

Given a unit of study focusing on contemporary Asian civilizations, a student will identify and explain orally or in writing at least 10 basic social, political, economic and cultural developments in contemporary Asia.

Educational Objectives for Public Issues

1. Given a set of analytical activities provided in a skills pamphlet, a student will complete orally or in written form at least five of the activities.

2. Given a set of activities designed to develop skills in clarifying personal, group and social values, a student will complete orally or in writing at least five of the activities.

3. A student will select at least three topics from a list of controversial issues and complete oral or written activities.

Educational Objectives for Man in Society

1. Given a unit of study focusing on social institutions, a student will be able to

Identify the basic function, both orally and in writing, the following institutions:

a) family
b) education
c) religious
d) political
e) economic

2. Given a unit of study focusing on problems of the self, a student will be able to identify and describe orally and in writing the following:
   a) self-concept
   b) effects of heredity and environment
   c) competing authorities
   d) language
   e) personality

3. Given a unit of study focusing on social order, a student will be able to identify and describe orally and in writing the following:
   a) social change
   b) ethnic and racial groups
   c) authority and institutions

4. Given a unit of study focusing on mental health, a student will be able to identify and describe orally and in writing the following:
   a) intelligence and achievement
   b) psychological disorders
   c) diverse methods of treating disorders

5. Given a unit of study focusing on theories of psychology and human personality, a student will be able to identify and describe orally or in writing the following:
   a) theories of Freud and post-Freudians
   b) clinical psychology
   c) Behaviorism
   d) other approaches

Educational Objectives for Comparative Political Philosophies

1. Given a unit of study of classical democratic and totalitarian philosophers, a student will demonstrate basic knowledge of the philosophers' ideas through oral or written activities.

2. Given material on current legal/ethical issues, a student will choose at least three such issues and discuss each orally or in written form.

3. Given a unit of study concentrating on psychological assumptions behind democracy and totalitarianism, a student will demonstrate knowledge of the assumption through oral or written activities.

Educational Objectives – Senior Seminar

A student will complete one semester of advanced independent study in the area of a previously completed semester course and will meet all requirements established by the consulting teacher.

Following the completion of the independent study section of the senior seminar program, a student will take one additional semester elective and meet all requirements provided by the classroom teacher.

Educational Objectives – Modern World Civilizations

1. Given a unit of study on Western European civilization from the French Revolution to W.W.I, a student will list and identify orally or in writing at least 10 political, economic, military and cultural developments in that time period.

2. Given a unit of study on Western European civilization from W.W.I to the present, a student will list and identify orally or in writing at least 10 political, economic, military and cultural developments during that time period.

3. Given a unit of study on non-Western civilizations, a student will list and identify orally or in writing at least five examples of the following items for each civilization: geographical features; economic problems; political thought and behavior; and culture.

Educational Objectives for Law and the Citizen

1. Given a unit of study on the operations of government, a student will identify orally or in writing at least 10 examples of the basic functions of government in our society.

2. Given a unit of study on the role of pressure groups in our political system, a student will list and identify orally or in writing at least five examples of how pressure groups function.

3. Given a unit of study on the functions of state and local governments in our political system, a student will list and identify orally or in writing at least 10 examples of how the governments mentioned function.

4. Given a unit of study "Justice In Urban America", a student will list and identify orally or in writing at least five basic concepts from each part of the unit of study.

Curriculum Proficiency samples and History and Social Studies Proficiency Requirements were provided by Bergenfield High School, Bergenfield, New Jersey.

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